

Tasnim Azad, Fall 2017

Lesson Title: Reduce, Reuse, Recycle in Our Classroom Grade: Kindergarten Topic: Sorting Waste to Reduce Trash Total Time: 45 minutes
Description: Children use many materials in our classroom, from paper and markers for drawing, paper towels to dry hands, and plastic utensils for eating lunch. We do not sort our trash, and many children use items like tissues to excess.
Objectives: Children will analyze waste from our school day to identify what could be reduced, reused, or recycled.
Materials: Chart paper Index cards Pencils Scotch tape Collected trash, cleaned, selected for cleanliness, or chosen to represent the typical trash we generate, and featuring a wide range of items (e.g. paper towels, sheets of discarded drawing or copy paper, caps from dried markers, straws from lunch, Ziploc bags, plastic utensils)
Science Standard (NGSS): K-ESS3-3 <i>Earth and Human Activity</i> Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment
Vocabulary: waste, reduce, reuse, recycle
Before the lesson... <ul style="list-style-type: none"> - prepare chart, landscape orientation, with three columns labeled REDUCE, REUSE, RECYCLE - put out or prepare items that can be sorted to be reduced, reused, recycled - have index cards and pencils out or readily available Lesson: (15 minutes) <i>Introduce activity and define vocabulary</i> "We have been collecting some of the things that end up in our trash bins. Paper towels, sheets of drawing paper, caps from dried markers, straws from lunch..." "We could have reduced the use of some of these items. That means, we could have used less of it or none at all." Ask kids to generate ideas on which items use could be reduced, like taking only one paper towel. → Pose or act out scenarios if they are having difficult. For example, What if I need to dry my hands? Should I take 4 or 5 paper towels? Model drawing the item, labeling, and adding it to the chart on an index card.

Repeat for reuse and recycle.

“We could have reused some of these items. That means, we could have used it again for the same or a new reason.” Kids generate examples. For example, using caps for junk construction or reusing resealable plastic bags.

“We could have recycled some of these items. Recycling means we place the items in the green bin if it’s paper or the blue bin if it’s plastic, glass, or metal.” Kids generate examples. For example, plastic sporks and yogurt containers could be recycled.

➔ If kids go in this direction, discuss how some items could have one, two, or three possible paths, like yogurt cups could be recycled or reused.

Send students to tables with items arranged on them that have been taken from the trash or represent typical waste from the classroom. “Once you choose or think of some other trash we could reduce, reuse, or recycle, write and draw about it on your index card. Think about whether it can be reduced, reused, or recycled.”

Activity: (15 min)

Each person will have an index card to draw one of these items or something else you know ends up in the trash bin. Think of a way we could reduce, reuse, or recycle these items.

Children can sketch the materials already discussed, something else they see on display, or generate an idea from personal experience. Encourage children to label if possible. While children work, ask them what they are thinking about and whether the item can be reduced, reused, or recycled, and how.

Wrap Up: (15 min)

Children return to the meeting area to chart their waste items. Identify a few children to share or have partners turn and talk about their items. Have the class discuss whether they agree or disagree with the decision to reduce/reuse/recycle. Time and interest permitting, children can recycle, trash, or reincorporate items into the classroom.

Next steps? Discuss composting, sort items deemed for reuse, create posters or signs encouraging waste reduction to remind peers, create labels for recycling bins

Assessment Rubric

	Unable to Complete	Completes with Support	Completes Independently
Generated ideas about what comprises waste and ways to reduce, reuse, or recycle the items			
Sketched an item from our waste collection using previously acquired observation and sketching skills			
Articulated what the item was and whether it could be reduced, reused, or recycled			
Appropriately sorted items onto the shared chart			